NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GARFIELD	School: Garfield High School
Chief School Administrator: NICHOLAS PERRAPATO	Address: 500 Palisade Avenue
Chief School Administrator's E-mail: nperrapato@gboe.org	Grade Levels: 9-12
Title I Contact: Geri Ledford	Principal: Dorotea D'Amico
Title I Contact E-mail: gledford@gboe.org	Principal's E-mail: ddamico@gboe.org
Title I Contact Phone Number: 973-340-5000 EXT 2030	Principal's Phone Number: 973-340-5010 EXT 2000

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held 10 (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 11,622,483 , which comprised 98 % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 12,212,086 , which will comprise 97.9 % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended Year	1,2	Extended Learning Time	School wide	$17,000
Extended Day - Mentoring	1,2	Extended Learning Time	School wide	$15,000
Extended Day - Tutoring	1,2	Extended Learning Time	School wide	$15,000
Preparatory Classes	1,2	Student Achievement	School wide	$8,000
Library Enhancement	1,2	Student Achievement	School wide	$17,000
Data Analysis/School Planning	1,2,3	Student Achievement	School wide	$6,000
Incentives/PI & student growth	1,3	Family & Community Engagement	School wide	$2,000
Technology – laptops-tablets	1 , 4	Student Achievement	School wide	$38,747
Online Learning	1,2	Student Achievement	School wide	$8,500
Parent Refreshments	1,3	Family & Community Engagement	School wide	$2,000
Total				**$129,247**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dora D'Amico	Administration-Principal	X	X	X	
Joseph Algieri	Teacher – Math	X	X	X	
Joseph Bailey	Teacher – Language Arts	X	X	X	
Robert Barbier	Teacher-LA – Union Pres.	X		X	
Jennifer Botten	Administration-Science Supervisor	X		X	
Matthew Burns	Teacher – Social Studies ScIP Chairperson	X		X	
Douglas Fede	Teacher – Social Studies	X	X	X	
Justin Greene	Teacher – Mathematics	X			
Emilia Kardjian	Teacher – Social Studies/Community	X	X	X	

Dawn Kempka	Teacher – Language Arts	X	X	X	
Nancy Kutsup	Administration – Vice Principal/Community	X	X	X	
Michael Maiorino	Teacher – Science	X	X	X	
Susan Marinzulich	Teacher – World Language/Community	X	X	X	
Elizabeth Mierzejewski	Administration – Math Supervisor	X		X	
Steven Mucha	Administration – Vice Principal	X		X	
Diane Nunno	Administration – LA Supervisor	X		X	
Mark Porto	Teacher – Language Arts	X	X	X	
Marc Rannou	Teacher – Science	X	X	X	
Nicole Saslona	Teacher – Mathematics	X	X	X	
Kirk VanKeuren	Teacher – Mathematics/Community	X	X	X	
Alexis Muns	Parent		X	X	
Kimberly Handzo	Parent		X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
Data & School Initiatives Committees "A-Days" Meets every other day for 80 minutes	High School Room 1-22	Comprehensive Needs Assessment/ Plan Development/ Program Evaluation	Yes		Yes	
School Initiatives Committee "B-Days" Meets every other day for 80 minutes	High School Room 1-22	Comprehensive Needs Assessment/ Plan Development/ Program Evaluation	Yes		Yes	
ScIP	High School Room 1-13	Program Evaluation	Yes		Yes	
Asst. Curriculum Supervisors	Curriculum Office	Comprehensive Needs Assessment	Yes		Yes	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	A Boilermaker must make the decision to become a champion. Each student must choose to foster the skills and knowledge presented to them to attain their desired level of success. The process begins with establishing a connection within the school community and the school with the community that continues to grow and flourish as the years progress. Through outreach, collaboration, and communication, resources will be gathered for the future achievements of our students, school, and community. In the classroom, technology is one of the instruments that has been incorporated to acquire the abilities that are crucial for ongoing development. Additionally, interactive activities and field trips that relate to real-life situations are utilized to further expand upon the concepts that are part of the daily curriculum in alignment with the Common Core Standards. By actively encouraging students to participate in extracurricular academic and social experiences, we are presenting students with the means to not only meet but also exceed predefined expectations. Overall, students will be able to develop the techniques required for post-secondary opportunities and become confident and productive members of society with programs that provide the foundation for their individual learning needs. Although students have to overcome challenges inside and outside the classroom, there is a system in place for building upon strengths and addressing weaknesses. Garfield High School aims to accommodate students by offering academic options ranging from advanced placement to nontraditional alternative programs in order to address a multitude of learning needs. By providing the students with educational support services, mentoring, life skills, athletics, and recreational activities, it ensures that there will be a safe haven to overcome the obstacles that they will encounter. As a community, our goal is to create a unified school bond with the intent of giving students the necessary means to make the choice for success, and become the Boilermaker that is a champion.

Measurable Goals:

Currently, Garfield High School is focused on the following goals. In the future, as education evolves, we can update these goals, while keeping the overall structure and educational values the same.

- Community/Alumni Support – Continue to invite alumni and community members to attend school related events.
- Attendance – Continue to increase, meet, and maintain as well as monitor the student attendance rate.
- Student Involvement – Encourage students to continue to participate as well as support their classmates in extracurricular activities.
- State/School Assessments – Students continue to pass and increase their overall scores on state and school assessments.
- Graduation – Continue to increase the graduation rate and increase the number of students that move on to higher education upon graduation.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Key Components of the 2014-2015 Program
Reform Strategies

Interventions to address student achievement:

- ✓ **Data Analysis**
- ✓ **Extended Learning Time/Tutoring**
- ✓ **SAT Preparation**
- ✓ **Lesson Planning/Curriculum Development**
- ✓ **Technology**
- ✓ **Communication add electronic billboard**
- ✓ **Co-teaching - random selection many do not belong - prereq**
- ✓ **Incentives**
- ✓ **Enrichment Classes**
- ✓ **Program of Study**
- ✓ **Distance Learning**
- ✓ **Dual-Enrollment**
- ✓ **SYD - Mentoring**
- ✓ **Credit Recovery**

Professional Development to address student achievement:

- ✓ **DI**
- ✓ **Co-teaching**
- ✓ **Creating & Using Rubrics**
- ✓ **Using Data to Drive Instruction**
- ✓ **Teaching in the Block**
- ✓ **Classroom Management**
- ✓ **Parent & Community Involvement**
- ✓ **Technology/PARCC Prep**
- ✓ **Curriculum Development**
- ✓ **Teacher Evaluation/Marshall Model**
- ✓ **Professor in Residence**

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   Continued acclimation with the teacher evaluation process is taking place. Teachers are more aware of strategies related to instruction that support key elements of the plan. Most of the reform strategies were addressed as planned and it is intended to continue with the elements that have brought success and to further expand those that have demonstrated initial effectiveness but need continued implementation.

2. What were the strengths of the implementation process?

   - ✓ Data analysis is continuing beyond test scores, to include an analysis of demographic, student, and parent related data. The data team has been reviewing items, first to establish facts instead of assumptions so that energy is not spent on items that

do not truly impact the success of the school. There continues to be an increased focus on proficiency and advanced proficiency.   Data analysis has also indicated that certain programs need possible restructuring, e.g. the student/parent fair. This event initially drew in all grade levels in fairly equal participation. To accommodate the change in needs, the restructuring of the parent fair included the creation of a College and Career Readiness Night and a separate open-house for 7-12 grades.

✓ Teacher evaluations have continued to increase awareness of items that had become routine. Through assessment of these routine items, ways to delve deeper and continue improvement of teaching strategies have occurred. Additionally, classroom management has been addressed for those who need strengthening in this area. A continued focus on increased rigor is also part of this evaluation process.

✓ Communication is constantly being evaluated. This past year continual upgrading of the school's website has been taking place and there was increased usage of the Community Notification System, including telephone and mass email notifications.

✓ Technology was a focus area with the purchase of additional computers to accommodate the PARCC assessment preparation and testing.

✓ Tutoring was expanded beyond the Math Tutoring Center. Teachers from math, language arts, and science worked with students one day per week. This initiative started with teacher volunteers and mid-year there was an official tutoring center established. Collection of baseline data is taking place. ESL was added late in the year and no person volunteered from social studies.

✓ Parent & Community Involvement, still far below the desired participation level, has seen an increase in events to help make connections between the school and home. There was a shift from a parent fair to a College and Career Readiness Night, an open-house and the creation of the District Home and School Consortium.

✓ Co-teaching is an area that is often difficult to implement properly. Intensive professional development to assist co-teaching has taken place. Reevaluation of the pairing of teachers is taking place.

✓ **There were increased meetings between schools and levels, combined department meetings and PD for Middle, High and Auxiliary schools and department and Special Education combined meetings.   It is necessary to continue to expand opportunities to ensure progress with transitions and uniformity between schools. A number of administrators have retired and support of the new administration will be necessary.**

✓ **Realtime is streamlined with teacher attendance and guidance systems.**

3. What implementation challenges and barriers did the school encounter?

- ✓ There have been numerous changes in the process of data collection, teacher evaluation, and assessments that have placed a strain on teachers. Finding time to address instruction and meet the needs of all the new requirements has been the greatest challenge.
- ✓ Internal communication is presenting problems. Email is no longer forwarded to personal cell phones so quick access is not available. Messages are being forwarded with incorrect subject headings so there are assumptions that it is a repeated message. Announcements are not always heard when they are sent over the telephone speaker. Spam has been a problem; an anticipated solution is to move to a Microsoft server with higher capabilities.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

- ✓ New strategies – There are numerous items being addressed that have placed a strain on administration and faculty. It takes time to familiarize oneself with these components and this draws from the ability to accomplish tasks at their highest level.
- ✓ Data Analysis –The consistent implementation of the new systems for data collection needs to be addressed. Performance Matters, Realtime, and improved NJSMART, enable more expeditious availability of information however teachers need to become more comfortable with their use to broaden the amount of data. Additionally, systems need to be streamlined.
- ✓ Teacher Evaluation – The evaluation rubric has been reviewed by the ScIP Committee. There is an awareness that interpretation of the rubric can vary. Clarification of terms is needed to help ensure inter-rater reliability and faculty comprehension of what is expected. A pilot evaluation model is also being considered.
- ✓ Technology – There has been increased use of technology within the classrooms, however, it is still necessary to achieve greater interactive usage. There is the possibility that Microsoft 365 will become available for the next schoolyear.
- ✓ Tutoring – Expansion of this strategy has occurred. The availability of funds to pay teachers has enabled students to regularly receive assistance. It has been observed that the needier students are not taking advantage of this assistance and it will be necessary to find ways to attract them to come to this. A mentoring program has been implemented to help address this need.
- ✓ Co-teaching – Teachers learned more about strategies for this method of instruction. There continues to be teachers who have difficulty developing rapport with one another. Often teachers feel uncomfortable with communication between each other and setting responsibilities. A weakness that occurred was the change of co-teachers, which resulted in teachers having to become familiar with new faculty. It is necessary to keep well-paired co-teachers together in the future.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   There continues to be a true interest in the improvement of student achievement for the majority of faculty. Teacher groups have grown to help support one another and enable the implementation of improvement strategies. The required strategies received professional development to support the understanding of the needs.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   School Climate Survey :

   A school climate survey was given to the faculty and staff. By 6/12/2015 65% of the faculty completed the survey. It will be open until the last day of school 6/22/2015.   The survey was heavily based on a NJDOE school climate survey with some additional items added to personalize the information. Questions about the school itself and the environment had positive results. 74% of the respondents indicated that they feel safe at school and 71% are proud to tell others that they work at GHS. Academically, 37% feel that students do not care about their learning and 37% remained neutral on this topic. 66.7% also feel that some students cannot be motivated to do the work; this is an improvement from 71%. 75% indicated that teachers have close working relationships with one another. 89% indicated that school staff respects and embraces diversity. 65% believe that administrators involve teachers in decision making and problem solving; 27% were neutral on this topic. Teachers also indicated that administrators hold themselves to the same high expectations as others: Strongly Agree- 25%, Agree – 53%. 76% - Agree with "Family members are encouraged to be a part of school activities."

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   Surveys were made available to the community with a very limited response. A new survey is in development for dissemination. Anecdotal feedback is received from parents and community members.

   The newly formed District Home & School Consortium held four parent meetings. These meetings were held to help parents better understand the workings of the schools and to help dispel any misconceptions.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    ✓ Data analysis - There is a school team to address data and provide information to administration and faculty.
    ✓ Teacher evaluation – Whole school professional development was the original process for rolling out the implementation. There is a ScIP committee that meets regularly to discuss the progress of teacher evaluation and to address weaknesses of the process. The Marshall Model requires 10 mini-observations with face-to-face meetings to address what has been observed.
    ✓ Technology – Administration and the Technology Department have met to discuss technological needs. Assistant curriculum supervisors meet with their departments to discuss how technology can be integrated into the lessons to support learning and increase the students' competency in order to attain success when taking the PARCC assessment. In addition to classroom technology, there has been increased use of the new systems Realtime and Performance Matters.
    ✓ Tutoring – Tutoring varies according to the specific activity. Different core subject teachers have been assigned to work with students one day each week in the Media Center.   The Math Tutoring Center is one-on-one. Independent teachers tutor students before and after school.
    ✓ Co-teaching - PD provided to involved faculty – observe teaching then a debrief.
    ✓ Communication – Technology is primarily used to get out information. A few items are still sent via the USPS.

9. How did the school structure the interventions?

    ✓ Data Analysis – The data team analyzes the information then forwards it to the related administration, which in turn is provided to the faculty. The core subjects have begun to use the new systems and analyze data during departmental meetings.
    ✓ Teacher Evaluation – The Marshall Model procedures were followed.
    ✓ Technology – These items are purchased through the Technology Department. If professional development is necessary there is a teacher who provides this instruction and support.
    ✓ Tutoring – Primary tutoring was done through the assignment of faculty to work with students once per week in the Media Center. Math Tutoring Center continues to be available to students before and after school. Other subjects are random as requested of the teacher by the student.
    ✓ Co-Teaching – Through Principal review, teachers were specifically paired to attempt a "best fit." Professional development was provided to these teachers to help strengthen their understanding of the strategies.

- ✓ Communication - There was expansion of the Community Notification System that can send home phone messages in the languages of our students. Realtime has a Parent Portal that enables parents and guardians the ability to obtain information about their child and the school. Other communication took place via the Internet through websites, social media, etc.
- ✓ I&RS – This program has been restructured and is tied in with Student Youth Development. Faculty received PD to address student needs and use of I&RS.

10. How frequently did students receive instructional interventions?

- ✓ Tutoring Center – once per week
- ✓ Student Youth Development – a mentor works with students as needed – the student is expected to attend the Tutoring Center for assistance.
- ✓ Math Tutoring Center – available daily in the morning and afternoon
  Tutoring Center Data:

	Total Sessions	Average monthly sessions	Average Time Spent	Grade Most Seen
'12 -'13	213	24	15	9th
'13-'14	125	14	24	10th
'14-'15	325	36	18	9th

- ✓
- ✓ Co-teaching – daily
- ✓ Differentiation – potentially daily as per individual faculty
- ✓ Technology –
  - · laptop carts are available for faculty to share
  - · Smartboards are in every classroom and can be used daily
  - · Calculators are available for every math class
- ✓ Mentoring - after school
- ✓ Credit Recovery - Twice per week for 1 hour via mentoring
- ✓ I&RS - As deemed necessary

11. What technologies did the school use to support the program?

- ✓ SmartBoards
- ✓ Laptop Carts
- ✓ Realtime – SID + program
- ✓ Performance Matters – assessment and data information
- ✓ Google Drive & Docs
- ✓ Survey Monkey, Survey Gizmos/individual teachers
- ✓ Edmodo/individual teachers

12. Did the technology contribute to the success of the program and, if so, how?

1. Since many of the applications of technology are new, the impact on the program cannot properly be determined at this time.
2. Edmodo has been successful as determined via teacher feedback. This program provides a connection with students within and beyond the school day.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 11	20 7.8%	80 (PSAT) 32% 80/248 Based on availability of 2 years of data.	1. LA Skills Classes 2. Co-Teaching 3. Tutoring 4. Summer Classes 5. Curricula Review & Alignment 6. Data Analysis 7. PSAT 8. LA Coach	All relevant groups met the annual or goal target. There is been an intense focus on increasing rigor and providing support systems to assist students and teachers
Grade 12	6 2.4%	2 0.7%	1. LA Skills Classes 2. Co-teaching 3. Tutoring 4. Summer Classes 5. Curricula Review & Alignment 6. Data Analysis 7. LA Coach	There has been an intense focus on increasing rigor and providing support systems to assist students and teachers.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 11	89 34.9%	55 (PSAT) 21% 55/256 Based on availability of 2 years of data.	1. Math Skills Classes 2. Math Coach 3. Math Tutoring Center 4. Summer Classes 5. Curricula Review & Alignment 6. Data Analysis 7. PSAT 8. Laptop Program 9. Common Planning Time	There has been an intense focus on increasing rigor and providing support systems to assist students and teachers. Varied strategies have been attempted and it is not clear why these interventions have not improved the scores. The data team is digging deeper into the data to help determine causes for the lack of improvement. Since it may take several years for a strategy to make an impact, efforts will be continued with additional considerations for change. It was noted that a similar trend has occurred with the DFG and State groups.
Grade 12	29 11.4%	37 14.5%	1. Math Skills Classes 2. Math Coach 3. Math Tutoring Center 4. Summer Classes 5. Curricula Review & Alignment 6. Data Analysis 7. Laptop Program 8. Common Planning Time	The data team is digging deeper into the data to help determine causes for the lack of improvement. Since it may take several years for a strategy to make an impact, efforts will be continued with additional considerations for change. It was noted that a similar trend has occurred with the DFG and State groups.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	ELA SGO 80.1% passing 65% participation		Skills Classes Professor in Residence	Language Arts continues to meet or exceed the targets.

Grade 10	PSAT 108 50% 108/215	PSAT 103 74% 103/140	Skills Classes Professor in Residence	Data indicates that there was an increase in the percent performing below level. This is an assessment that is still unfamiliar to our students. Students have not become totally committed to doing what is necessary for admittance to college. Therefore, they do not do the necessary preparation for these types of assessments.

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	Algebra I Assessment 72.4% passing 75% participation Mid-term 68% passing Post assessment 73% passing	Mid-Term 71% passing Post Assessment 78% passing	Skills Classes Co-Teaching Math Coach	The current results indicate that students at this grade level are still below the acceptable level; however the percentage is higher than the HSPA results.
Grade 10	PSAT 85 39% 85/216 · PSAT State 43 GHS 40	PSAT 84 60% 84/140 Mid-term 63% passing	Skills Classes Math Coach	Data indicates that there was little or no change. This is still an assessment that is still unfamiliar to our students. Students have not become totally committed to doing what is necessary for admittance to college. Therefore, they do not do the necessary preparation for these types of assessments.

	· Department Created Assessments Mid-term 63% passing Post Assessment 75% passing	Post Assessment 74% passing		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment 4. Data Analysis 5. Homework club	Yes	HSPA	Three-Year Trend: 2012- 52.9% 2013- 59.6% 2014- 57.9%
Math	Students with Disabilities	1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment 4. Data Analysis 5. Homework club	No	HSPA	Three-Year Trend: 2012- 20.6% 2013- 21.1% 2014- 15.8%
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	1. Co-teaching 2. LA Skills Classes	Yes	HSPA	Three-Year Trend 2012- 65.5%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		3. Curricula Review & Alignment 4. Data Analysis 5. Homework club			2013-56% 2014- 94.1%
Math	ELLs	1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment 4. Data Analysis 5. Homework club	No	HSPA	Three-Year Trend: 2012- 37.9% 2013- 42.3% 2014- 35.3%
ELA	Economically Disadvantaged	1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment 4. Data Analysis 5. Homework club	Yes	HSPA	Three-Year Trend 2012-90.5% 2013- 84% 2014- 92.5%
Math	Economically Disadvantaged	1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment	No	HSPA	Three-Year Trend: 2012- 65.2% 2013- 74.3% 2014- 64.7%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		4. Data Analysis 5. Homework club			
ELA		1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment 4. Data Analysis 5. Homework club	Yes	HSPA	Three-Year Trend: 2012- 88.9% 2013- 84.4% 2014- 92.1%
Math		1. Co-teaching 2. LA Skills Classes 3. Curricula Review & Alignment 4. Data Analysis 5.Homework club	No	HSPA	Three-Year Trend: 2012- 65.1% 2013- 69.2% 2014- 65%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	1. Summer Classes 2. Tutoring 3. Homework club	1.TBD 2.TBD 3.TBD	1. Logs 2.Logs 3. Sign in logs	New programs - logs will be compiled and analyzed for trends.
Math	Students with Disabilities	1. Summer Classes 2. Tutoring 3. Math Tutoring Center 4. Homework club	1. TBD 2. TBD 3. No 4. TBD	1. Logs 2.Logs 3. Sign in logs	1. New program - logs will be compiled and analyzed for trends. 2. New program - logs will be compiled and analyzed for trends. 3. Tutoring Center 9th grade – 3.6% 10th grade – 6.9%
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	1. Summer Classes 2. Tutoring 3. Homework club	1.TBD 2.TBD 3.TBS	1. Logs 2.Logs 3. Sign in logs	Three-Year Trend 2012- 65.5% 2013-56% 2014- 94.1%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	1. Summer Classes 2. Tutoring 3. Math Tutoring Center 4. Homework club	1. TBD 2. 3. No	1. Logs 2.Logs 3. Sign in logs	Three-Year Trend: 2012- 37.9% 2013- 42.3% 2014- 35.3%
ELA	Economically Disadvantaged	1. Summer Classes 2. Tutoring 3. Homework club	1.TBD 2.TBD 3.TBS	1. Logs 2.Logs 3. Sign in logs	
Math	Economically Disadvantaged	1. Summer Classes 2. Tutoring 3. Math Tutoring Center 4. Homework club	TBD	Tutoring Logs	Tutoring Center 9th grade – .1% 10th grade – 1%
ELA		1. Summer Classes 2. Tutoring 3. Homework club	1. 2. 3. No	1. 2. 3. Sign in logs	1. English 1 - 15 English 2 -11 English 3 - 7 English 4 - 1

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		1. Summer Classes 2. Tutoring 3. Math Tutoring Center 4. Homework club	1. 2. 3. No	1. 2. 3. Sign in logs	1. ✓ Algebra 1 - 43 ✓ Algebra 2 - 21 ✓ Geometry - 25

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	No	HSPA	Three-Year Trend 2012-52.9% 2013- 59.6% 2014- 57.9%
Math	Students with Disabilities	1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	No	HSPA	Three-Year Trend: 2012- 20.6% 2013- 21.1% 2014- 15.8%
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	Yes	HSPA	Three-Year Trend 2012- 65.5% 2013-56% 2014- 94.1%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	No	HSPA	Three-Year Trend: 2012- 37.9% 2013- 42.3% 2014- 35.3%
ELA	Economically Disadvantaged	1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	Yes	HSPA	Three-Year Trend 2012-90.5% 2013- 84% 2014- 92.5%
Math	Economically Disadvantaged	1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	No	HSPA	Three-Year Trend: 2012- 65.2% 2013- 74.3% 2014- 64.7%
ELA		1. Curricula Review 2. Co-teaching 3. Teacher Evaluation 4. Digital Learning Online PD	Yes	HSPA	Three-Year Trend: 2012- 88.9% 2013- 84.4% 2014- 92.1%
Math		1. Curricula Review 2. Co-teaching 3. Teacher Evaluation	No	HSPA	Three-Year Trend: 2012- 65.1% 2013- 69.2%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		4. Digital Learning			2014- 65%

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Meetings Workshops Events	No	Sign In Logs/Surveys HSPA	Low participation Three-Year Trend: 2012- 52.9% 2013- 59.6% 2014- 57.9%
Math	Students with Disabilities	Meetings Workshops Events	No	Sign In Logs/Surveys HSPA	Three-Year Trend: 2012- 20.6% 2013- 21.1% 2014- 15.8%
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Meetings Workshops	No	Sign In Logs/Surveys HSPA	Three-Year Trend: 2012- 88.9%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Events			2013- 84.4% 2014- 92.1% Tutoring Data 9th grade – 3.6% 11th grade – 6.0%
Math	ELLs	Meetings Workshops Events	No	HSPA Sign-In Logs	Three-Year Trend: 2012- 37.9% 2013- 42.3% 2014- 35.3%
ELA	Economically Disadvantaged	Meetings Workshops Events	No	HSPA Sign-In Logs	Low attendance Three-Year Trend 2012-90.5% 2013- 84% 2014- 92.5%
Math	Economically Disadvantaged	Meetings Workshops Events	No	HSPA Sign-In Logs	Low attendance Three-Year Trend: 2012- 65.2% 2013- 74.3% 2014- 64.7%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		Meetings Workshops Events		HSPA Sign-In Logs	Three-Year Trend: 2012- 88.9% 2013- 84.4% 2014- 92.1% Low attendance
Math		Meetings Workshops Events		HSPA Sign-In Logs	Three-Year Trend: 2012- 65.1% 2013- 69.2% 2014- 65% Low attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
Academic Achievement	• HSPA	Demographic Trend		
		Overall		
		2012 - 88.9	2013 – 84.4	2014 – 92.1
		White		
		2012 - 94	2013 – 86.4	2014 – 93.6
		African American		
		2012 – 91.7	2013 - 75	2014 – 86.4
		Hispanic		
		2012 – 84.2	2013 – 85.5	2014 – 91.9
		Special Education		
		2012 – 52.9	2013 – 59.5	2014 -57.9
		Limited English Proficient		
		2012 - 65.5	2013 – 56	2014 – 94.1
		Economically Disadvantage		
		2012 – 90.5	2013 – 84	2014 – 92.5

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Total Population 2012 GHS – 88.9 DFG – 86.9 STATE – 91.5 2013 GHS – 84.4 DFG – 87.2 STATE – 91.6 2014 GHS – 92.1 DFG – 89.6 STATE – 93.2

Academic Achievement – Reading	• HSPA
	
	• PSAT
	
	• Performance Matters
		Class of 2012 JPM State-11.7 GHS- 15.9
		        2013 JPM State-12.7 GHS-18
		        2014 JPM State-11.3 GHS-16.9
		        2015 JPM State - 20.6 DFG – 18.5 GHS- 18.0
		        HSPA LA Avg. Score – 227.18
		                AP – 9.41% 30.58% within 15 pts. of AP
		Class of 2014 – State Average – 48 GHS – 40
		        2015 – State Average- 43 GHS – 38 (sophomore year)
		                State Average – 46 GHS – 40 (junior year)
		2016 – State Average – 42 GHS – 38 (sophomore year)

Academic Achievement - Writing	• HSPA
	
	• PSAT First Year Baseline
	
	• Performance Matters
		Class of 2012 JPM State-3.1 GHS-3.5
		        2013 JPM State-2.5 GHS-3.4
		        2014 JPM State-8.2 GHS-9.5
		        2015 JPM State- 10.7 DFG -9.9 GHS – 9.8
		Class of 2014 – State Average - 46 GHS –38
		Class of 2015 – State Average - 41 GHS –37
		                State Average - 45 GHS - 37
		Class of 2016 – State Average - 41 GHS – 37

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)

Academic Achievement - Mathematics	• HSPA
	
	• Performance Matters
		Overall
		2012 - 65.1 2013 – 69.2 2014 – 65
		White
		2012 – 79.5 2013 – 75 2014 – 71
		African American
		2012 – 45.9 2013 – 54.2 2014 – 45.9
		Hispanic
		2012 – 56.9 2013 – 70.1 2014 – 63
		Special Education
		2012 – 20.6 2013 – 21.1 2014 -15.8
		Limited English Proficient
		2012 - 37.9 2013 – 42.3 2014 – 35.3
		Economically Disadvantage
		2012 – 65.2 2013 – 74.3 2014 – 64.7
		
		Total Population
		2012
		GHS – 65.1 DFG – 68.6 STATE – 79.3
		
		2013
		GHS – 69.2 DFG – 69.3 STATE – 79.7
		
		2014
		GHS – 65 DFG – 68.5 STATE – 78.9
		
		Class of 2012 Avg, Score 204.2
		    2013 Avg. Score 210.7
		    2014 Avg. Score 222.6
		    2015 Avg. Score 210.4
		    AP – 9.05% 17.32% within 15 points of AP

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	• PSAT First Year Baseline	Class of 2014 – State Avg. – 48 GHS – 43 2015 – State Avg. – 43 GHS – 40 (sophomore) State Avg. – 48 GHS – 41 (junior) Class of 2016 - State Avg. – 43 GHS – 40
Family and Community Engagement	Sign In Logs Surveys	Student Parent and Community Engagement Fair/College & Career Readiness Night 2014: 12-13 13-14 14-15 # of families 128 81* 105/ 8th Grade 20.31% 13.30% 9th Grade 24.54% 46.70% 10th Grade 14.84% 20.00% 11th Grade 28.18% 13.30% 12th Grade 19.53% 6.70% *Sign in was done electronically in 13-14. Seniors and their parents came into the cafeteria rather than the gym. It is believed that they did not sign in and therefore the totals were significantly less.
Professional Development	Follow-up Survey 2014 Follow-up Survey 2015	Faculty designated areas of interest: Differentiation of Instruction – 48.9% Differentiated Instruction – 44.6% Use of Technology - 47.9% Use of technology – 51.4% PARCC – 46.8% PARCC -16.2% Student Incentives – 42.5% Student Incentives – 31.1% School Law – 38.3% School Law – 33.8% Effective Strategies to Communicate with Parents – 31.9%

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Effective Strategies to Communicate with Parents – 27% Effective Use of Lesson Plans – 29.8% Effective Use of Lesson Plans – 20.3% Use of Data for the Improvement of Instruction – 22.3% Use of Data for the Improvement of Instruction – 16.2% Writing Across the Curricula – 18.1% Writing Across the Curricula – 16.2% Co-Teaching – 14.9% Co-Teaching – 25.7%
Leadership	School Climate Survey	Faculty & Staff Responses: (as of 6/9 – 53 responses) · School administrators give me useful feedback on my teaching. Agree – 58% Neutral – 27% · School administrators give me useful feedback on my teaching · Agree – 73% Neutral – 21% · School administrators recognize teachers for a job well done. Agree – 71% Neutral – 15% · School administrators recognize teachers for a job well done. · Agree – 75% Neutral – 15% · School administrators treat others with respect. Agree – 82% Neutral-16% · School administrators treat others with respect · Agree – 79% Neutral – 17% · School administrators follow through on commitments. Agree - 71% Neutral – 16% · School administrators follow through on commitments · Agree – 83% Neutral – 11% · School administrators involve teachers in decision making and problem

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		solving. Agree – 62% Neutral – 24%
		· School administrators involve teachers in decision making and problem solving. Agree – 60% Neutral – 31%
		· School administrators and school staff communicate with each other effectively. Agree – 64% Neutral – 26%
		· School administrators and school staff communicate with each other effectively. Agree – 68% Neutral – 19%
		· School administrators hold themselves to the same high expectations as others. Agree – 78% Neutral – 16%
		· School administrators hold themselves to the same high expectations as others. Agree – 76% Neutral – 19%
		· School administrators are aware of what goes on in the classroom. Agree – 67% Neutral – 17%
		· School administrators are aware of what goes on in the classroom
		· Agree – 72% Neutral – 17%
		· School administrators back me up when I need it. Agree – 74% Neutral – 18%
		· School administrators back me up when I need it
		· Agree – 72% Neutral – 19%
		· School administrators value teacher feedback. Agree – 77% Neutral-15%
		· School administrators value teacher feedback. Agree – 70% Neutral – 23%
School Climate and Culture	• School Climate Survey	Faculty & Staff Responses: · The environment is clean and well maintained. – Agree – 38% Neutral-24% · The environment is clean and well maintained – Agree – 42% Neutral – 28%

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		· I feel safe in and outside around the school. – Agree – 76% Neutral- 18% I feel safe in and outside around the school – 73% Neutral – 12% · Students are well behaved. – Agree – 40% Neutral – 36% · Students are well behaved – Agree – 51% Neutral – 25%
School-Based Youth Services	School Reports	Suspensions: Out of School 2010 – 149 2011 – 74 2012 – 45* 2013 – 20 2014 – 18 In School/Student Youth Development (SYD) 2010 – 213 2011 – 150 2012 – 127 2013 – 112 2014 – 123 *Start of Auxiliary School

Students with Disabilities	HSPA LA
	
	HSPA Math
		Class of 2012 Avg, Score 184.0
		          2013 Avg. Score 195.9
		          2014 Avg. Score 200.3
		          2015 Avg. Score 200.5
		Class of 2012 Avg, Score 173.3
		          2013 Avg. Score 177.5
		          2014 Avg. Score 182.4
		          2015 Avg. Score 179.2

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students		
Migrant Students		
English Language Learners	• HSPA	% passing LA 2011-2012 - 65.5% 2012-2013 – 56% 2013-2014 – 94.1% Math 2011-2012 – 37.9% 2012-2013 – 40% 2013-2014 – 35.3%
Economically Disadvantaged	• HSPA	% passing LA 2011-2012 -90.5% 2012-2013 – 84% 2013-2014 – 92.5% Math 2011-2012 – 65.2% 2012-2013 – 74.3% 2013-2014 – 64.7%

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   The data analysis group was continued for the 2014-2015 school year.   Scheduling enabled the same group of teachers to continue their research and analysis of information.   Since they were aware of the procedures, more time was dedicated to analysis than in previous years. The school initiatives group also continued and information was provided to these teachers from the data team. As in the past, all were told to convey findings to their departments.

   Priority problems were identified through assessment data, report card data, and surveys. Faculty provided feedback related to professional development and a school climate survey. A parent survey was given to the parents at the open house. Students were also given an online survey. Based on this feedback, revisions to continue the support of student improvement will take place.

2. What process did the school use to collect and compile data for student subgroups?

   - A Vice Principal, the Director of Guidance, a faculty committee, Asst. Curriculum Supervisors and the Principal, obtains, reviews, and disseminates data. The information was used by the faculty members of the key departments to focus on students who need assistance. Faculty also creates assessments that can be analyzed through Performance Matters. They can immediately check results for their

     LA, Math, ESL, and special education teachers review data from assessments with students and in collaboration with the students establish academic goals to improve their results. In addition, guidance counselors meet with students identified as having social or emotional difficulties that may impact their assessment results and establish goals or a plan to alleviate or lessen the effect their problems have on their ability to perform on assessments. Goals and plans will be reviewed with students on a regular basis.

   - The HSPA test has been a major source of data that drives decisions for school improvement.   Language Arts has surpassed its target of 90%. Math has had less success than Language Arts and seems to have stagnated. However, when reviewing DFG and State results, there appears to be a similar trend for those groups. It is intended to continue to utilize the PSAT test for 10th and 11th grade students to help determine deficiencies and prepare for the SAT. The district has contracted with Performance Matters for the purpose of creating and evaluating benchmark assessments to determine student growth. With the uncertainty of how the PARCC test will be presented, the use of Performance Matters will become more critical to help determine needs.

- Guidance also compiles information based on information reported to them by students, teachers and/or parents. The free/reduced lunch applications help to determine the socio-economic status of the students.

- Student and Family Advocacy groups were suspended, this is an area that needs further discussion since there are mixed opinions. A vice principal attended a workshop recently and will discuss the information obtained with the School Initiatives Committee. The information included support for student transition from 8th to 9th grade.

- There continues to be a need for specific topics to be addressed by grade level. Homeroom and class meetings have been the current method for disseminating information. Exploration of ways to delve deeper into specific topics will be necessary. A vice principal has attended a PD session that addressed 8th to 9th grade transition. Suggested strategies will be considered for implementation to help ensure success in high school early on.

- It is also planned to utilize data to determine trends. Scores will continue to be used to compare students to their own prior results on assessments to observe whether they are progressing, stagnant, or regressing. Realtime is aligned with NJSMART, the states database, which will provide longitudinal information on students.

- The dropout rate was .1% which is 1.9% less than the state target.   Data shows that there continues to be a decrease in suspensions, however, in school suspensions slightly increased.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The major resources used to determine needs include state reports and assessments. Student and faculty surveys, designed from questions that were researched, were planned to complement each other so that views on the same topics would be provided from both entities.

The HSPA test is State controlled and the PSAT is a national standardized test. Results are calculated by the testing corporations who provide information to the school.

4. What did the data analysis reveal regarding classroom instruction?

The 2015 student survey revealed that 94% of students indicated that school is highly valued in their families, however, 50% disagreed that students care about learning and getting a good education. 74.89% indicated that they do the best they can. 41% checked that they do not understand what is being taught in some classes. 64% of the respondents feel that more examples are needed of how

things learned in school matter in the real world.   40% would like more one-on-one attention from the teachers, down 5%. When there is a lack of understanding, students indicated that they ask teachers questions in class or consult another student. 27% showed that they are willing to get help before or after school. Only 49.6 % of the students felt that the students in Garfield High care about learning and getting a good education. This is decline of 8%.

The 2015 **School Climate Survey**, taken by faculty and staff, revealed that 37% believe that students do not care about their learning. 37% remained neutral on this topic. 67% indicated that some students cannot be motivated to do their work; 19% were neutral.   65% feel that they have access to the tools needed to do their job and increase of 11%.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   - HSPA results have shown that the Language Arts Department has continually progressed. This has occurred following years of support with the possibility that the professor in residence (PIR) and other focus topics have made a difference. The collaboration between the Social Studies Department and the Language Art Department continues to strengthen lessons.
   - Review of observations and lesson plans indicates that differentiation of instruction continues to be an area where teachers are having difficulty with broadening its use. Most of the indicated differentiation shows a connection to classroom set-up and presentation, i.e. whole group vs. small group instruction. Additional PD to understand scaffolding of assignments is needed.

6. How does the school identify educationally at-risk students in a timely manner?

There is a data team that meets in the summer to enable information to be provided to teachers as they start their new classes. Information obtained from these results was distributed to faculty and supervisors so that assistance could be provided to individuals related to their shown deficiencies. Students who have failed assessments in language arts and mathematics are placed into basic skills classes to strengthen their skills. All freshmen, except for honors students, receive a double period in language arts and mathematics in order to increase their understanding of these subjects early in their high school years so that they will have greater success in future years. Faculty members may also recommend students who need additional assistance. To continue to improve analysis, it is recommended that departments ensure that department wide assessments are processed through Performance Matters so that increased information is available.

7. How does the school provide effective interventions to educationally at-risk students?

- Students who have demonstrated deficiencies in LA and math are placed in basic skills classes to provide them with remedial support. The BSI teachers work with them to increase their understanding and skill.

- Blocked courses every day continue for LA and mathematics ninth grade students. This provided double the instructional time for all students who were not classified as honors students. The increased time is intended to address potential weaknesses in these subject areas and reduce the number of students who fail in their first year of high school.

- Key subject areas have developed benchmark assessments that are used to determine the progress of the students. Evaluation of benchmarks is planned to ensure effective testing and to be designed with the assistance of Performance Matters.

- Faculty members are asked to review individual class data to determine the needs of their students and to adjust instruction to meet those needs.

- Midway through the 2014-2015 schoolyear, a tutoring center was established for core subjects. This group meets once per week after school to help students. Currently students, other than those in the mentor program, are not required to attend. Participation is open to any student who wished to attend.

8. How does the school address the needs of migrant students?

"Migrant" Students, for the purposes of our response, refers to mobile students who come from and go to other districts. **54 % of students indicated that they have been in the district 8 or more years, 22% 4-7 years.** An increased effort has been made to review documentation that is provided or requested from their previous school districts to more quickly assess areas of weakness or assistance need. Common Core Standards and NJCCSS help with students who transfer to and from districts within NJ due to consistency through this alignment. Ensuring that the cumulative progress indicators are monitored will help student success. There is a concern with students who come for short periods and decide to drop out.

9. How does the school address the needs of homeless students?

When these students are identified, guidance counselors provide additional support to help ensure that these students can be successful while in our school. This may include assisting students with community resources. Continued intervention occurs via guidance counselors and the school nurse.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

- The new teacher evaluation requires assessments to determine student growth. Teachers work with their department supervisors to determine the assessments and create Student Growth Objectives.
- Performance Matters is being utilized to review data and determine weaknesses.
- Department meetings are held by supervisors who address this topic.
- Teacher groups created the benchmark assessments in their specific subject areas.
- Results of tests are provided to the key departments impacted by the testing. The majority of decisions on the improvement of instruction come through discourse during the department meetings when members decide what actions should be taken as a result of the review of the data.
- To ensure academic equity, faculty members, who teach the same course, designed assessments that would be given to all of the classes of the same subject. These assessments help teachers to pace their lessons so that required elements of the curriculum are learned.
- An annual School Climate Survey is conducted to obtain feedback.
- Expansion of the use of technology like Google Docs has been recommended by teachers to obtain information about teaching in a timely manner. Increased professional development for Performance Matters and tech based items has been suggested by the faculty.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

- The guidance department provides information on courses and seeks to find interest areas of the students.
- The Band Director attends the eighth grade band period to present information on the Instrumental Music program to help ensure students continue with this area.
- Shadowing Days were implemented for eighth grade students to help them see how the high school operates and to ask questions to address concerns that they may have. The majority of eighth grade students were able to visit the high school.

- An orientation for students takes place prior to the first day of school to provide students with information, assist them with their lockers, and to help them understand the layout of the building. The School Initiatives Committee is considering altering the student/parent fair to better address orientation. This event will include an administrative address to the attendees, a meet and greet with the department members, a tour of the school, and workshops to establish use of the Parent Portal for parents who have not already signed up for this service. The possibility of aligning it with the Freshmen Pep Rally is being considered. Expansion of transitional interventions will be explored for the upcoming school-year.
- There are assistant curriculum supervisors whose responsibility includes grades 6-12. They work with teachers and students at both levels to assist with vertical articulation.
- Programs of Study (4-year course of study) are being reviewed for distribution to 8th and 9th grade students to help them plan for their years in high school. They would have an overview of courses necessary for interest areas. This would also prepare them for future planning at a higher level of education. (College and Career Readiness)

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Information is provided to faculty and leadership committee members. Feedback from NJ QSAC and surveys is reviewed along with assessment data. Members of the data and school initiatives committees select priority problems from this information and present the choices to administration for approval. Priority problems from the past year are reviewed and repeated if it is determined that continued support and enhancement is necessary.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Academic Needs: • Increase mathematics passing percentages • Increased rigor in all subjects • Writing to be supported by summer assignments • Increased technology in lessons • Interventions to prevent loss of credit • Identify Gifted and Talented students and expand opportunities at this level – these students set the bar for all students	College & Career Readiness • Online assessments – PARCC • PSAT & SAT • Advanced Proficiency
Describe the priority problem using at least two data sources	Students are not attaining the required passing percentages when tested. Indicators show that students are not working to their potential and a greater emphasis on rigor is needed. Even though there has been a decrease, there are still a number of students lose credits due to tardiness. Data Sources: 1. HSPA – Data pages 29-36 2. PSAT – Data page 30 3. Student Survey 4. Faculty Survey	The results of the PSAT, SAT, HSPA – Advanced Proficiency, and AP course results show that GHS students lag behind their DFG/Peer group in their attainment level. There is a concern about the technological capability of the students to score well on the new assessments. Data Sources: PSAT, SAT, & HSPA 1. HSPA – Data pages 29-36 2. PSAT – Data page 30 3. Student Survey – Plans after high school: 4-yr college – 73% 2-yr college – 12%
Describe the root causes of the problem	Expansion of the use of data is needed to tie in all stakeholders including students. Only a quarter of students said they are willing to get help before or after school and 50% felt that students do not care about learning and are not getting a good education. (reference Student Surveys p.30)	Students are not fully grasping what is necessary for acceptance to colleges and what the expectancy will be at the next level. Even when information is disseminated, the students are very lax when planning for their future.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Subgroups or populations addressed	Mathematics - All Language Arts - Writing	All
Related content area missed (i.e., ELA, Mathematics)	Mathematics	All

Name of scientifically research based intervention to address priority problems	**IES Practice Guide –**
	• **Drop Out Prevention**
	Recommendations:
	  1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.
	  2. Assign adult advocates to students at risk of dropping out.
	  3. Provide academic support and enrichment to improve academic performance
	  4. Implement programs to improve students' classroom behavior and social skills
	  5. Personalize the learning environment and instructional process
	• **Improving Adolescent Literacy: Effective Classroom and Intervention Practices**
	Recommendations:
	  · Provide explicit vocabulary instruction
	  · Provide direct and explicit comprehension strategy instruction
	  · Provide opportunities for extended discussion of text meaning and interpretation
	  · Increase student motivation and engagement in literacy learning
	
	• **Turning Around Low Performing Schools**
	Recommendations:
	  · Maintain a consistent focus on improving instruction
	• **Using Student Achievement Data to Support Instructional Decision Making**
		IES Practice Guide-
		Helping Students Navigate the
		Path to College: What High Schools
		Can Do
		  1. Surround students with adults and peers who build and support their college-going aspirations
		  2. Engage and assist students in completing critical steps for college entry
		  3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified

	Recommendations: · Make data part of an ongoing cycle of instructional improvement · Teach students to examine their own data and set learning goals · Establish a clear vision for school-wide data use · Provide supports that foster a data-driven culture within the school · Develop and maintain a district-wide data system • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.	
How does the intervention align with the Common Core State Standards?	Math and Language Arts are two core areas directly related to Common Core State Standards. These two content areas have required state testing.	These standards were created specifically for this purpose. The NJCCSS directly relate to ELA and mathematics to determine what students should know for college and careers. Understanding the necessary content for these assessments will help ensure success at the next level. College and Career Readiness Anchor Standards Integration of Knowledge and Ideas RST 11-12.9

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4

Name of priority problem	School District and Community Issues
	    • Parent & Community Involvement
		Communication:
		    • Vertical Articulation and Uniformity for transition between grade levels
		    • Consistency of planning between departments & teachers
		    • General knowledge of school and community events
		    • 9th grade awareness of high school requirements
		    • Lack of a CPT calendar

Describe the priority problem using at least two data sources	The percentage of parents involved in school activities remains low as demonstrated by sign-in logs at HSA meetings. There is a newly initiated District Home and School Consortium. This consortium holds quarterly meetings to address key topics for all schools. The percentage of parent participation is low but has been increasing
	
	Data Sources:
	    1. Parent Portal
	    2. Parent Fair Participation
	    3. Mid-Year Conference Survey
	    4. HSA Membership
	    5. Survey on Day/Year – only 2 respondents
	    6. District H&S Consortium Sign In Logs
		1. The previous QSAC review indicated that there was a lack of uniformity between grade levels. This has been an area of focus that will be maintained for continual improvement.
		
		2. Even though multiple resources are used for communication, feedback has indicated that people are unaware of varied items related to the school. Efforts to resolve this issue will continue to take place.
		
		· Limited number of vertical meetings for teachers between schools. Meetings usually occur during PD days.
		
		3. Analysis of School Website – Faculty members are missing websites and there were errors and outdated information. The website has been changed and **has continual revisions.**

Describe the root causes of the problem	Parent support is very limited and feedback has indicated that meeting times and language barriers may be contributing to this problem. Many of our parents do not understand what is necessary to assist their child succeed and without connectivity it is difficult to work as a team to support	Creating available time for vertical articulation is often difficult. With different supervisors at Pre-K, elementary, and MS/HS; limited time for teacher/supervisor meetings creates a disconnect between these grade levels.

	students.	
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	All	Mathematics
Name of scientifically research based intervention to address priority problems	**IES Practice Guide-** **Helping Students Navigate the** **Path to College: What High Schools** **Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry **IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Provide academic support and enrichment to improve academic performance http://irre.org/publications/first-things-first-family-advocate-system-support-student-success	**IES Practice Guide-** **Helping Students Navigate the** **Path to College: What High Schools** **Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.
How does the intervention align with the Common Core State Standards?	CCS "What Parents Should Know" College and Career Readiness Anchor Standards	The Common Core Standards are designed with progression. Communication is critical to ensure that there is proper progression.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. SAT Preparation 2. Lesson Planning 3. Data Analysis 4. Technology 5. Communication 6. Co-Teaching 7. Incentives 8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies 14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence	· Supervisors · Principal · Vice Principals · Teachers	1. PSAT and SAT scores 2. Review & evaluation of lessons/curricula. 3. Target scores 4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student passing percentages for the HSPA. 7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced Placement. 9. An increase in assessment scores especially for Advanced Placement.	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. 2. Provide academic support and enrichment to improve academic performance 3. Implement programs to improve students' classroom behavior and social skills • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

			ESEA §1114(b)(I)(B) strengthen the core academic program in the school;		
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				10. 90% Passing	concepts.
				11. Reduction in Loss of Credit/Reduction in Drop Out Rate	· Use quizzing to promote learning.
				12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits.	· Ask deep explanatory questions.
				13. Student achievement on state assessments in alignment with DFG/peer schools.	
				14. Increased participation through sign-in and contact logs.	
				15. An increase in teacher evaluation scores.	
				16. An increase in student passing percentages on SGO assessments.	
Math	Students with Disabilities	1. SAT Preparation 2. Lesson Planning 3. Data Analysis 4. Technology 5. Communication 6. Co-Teaching 7. Incentives	· Supervisors · Principal · Vice Principals · Teachers	1. PSAT and SAT scores 2. Review & evaluation of lessons/curricula. 3. Target scores 4. Improved websites, newsletters, TV	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies 14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence		broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student passing percentages for the HSPA. 7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced Placement. 9. An increase in assessment scores especially for Advanced Placement. 10. 90% Passing 11. Reduction in Loss of Credit/Reduction in Drop Out Rate 12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits. 13. Student achievement on state assessments in alignment with DFG/peer schools.	at high risk of dropping out. 2. Provide academic support and enrichment to improve academic performance 3. Implement programs to improve students' classroom behavior and social skills • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Ask deep explanatory questions.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

				ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				14. Increased participation through sign-in and contact logs. 15. An increase in teacher evaluation scores. 16. An increase in student passing percentages	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	1. SAT Preparation 2. Lesson Planning 3. Data Analysis 4. Technology 5. Communication 6. Co-Teaching 7. Incentives 8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies	· Supervisors · Principal · Vice Principals · Teachers	1. PSAT and SAT scores 2. Review & evaluation of lessons/curricula. 3. Target scores 4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student passing percentages for the HSPA.	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. 2. Provide academic support and enrichment to improve academic performance 3. Implement programs to improve students' classroom behavior and social skills • **Organizing Instruction &**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence		7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced Placement. 9. An increase in assessment scores especially for Advanced Placement. 10. 90% Passing 11. Reduction in Loss of Credit/Reduction in Drop Out Rate 12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits. 13. Student achievement on state assessments in alignment with DFG/peer schools. 14. Increased participation through sign-in and contact logs.	**Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Ask deep explanatory questions.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
				15. An increase in teacher evaluation scores.	
				16. An increase in student passing percentages on SGO assessments.	

Math	ELLs	1. SAT Preparation
		2. Lesson Planning
		3. Data Analysis
		4. Technology
		5. Communication
		6. Co-Teaching
		7. Incentives
		8. Preparatory Classes
		9. Tutoring
		10. Summer Classes
		11. Student Youth Development
		12. Dual Enrollment
		13. Instructional Strategies
		14. Parent & Community Involvement
		15. Teacher Evaluation
		16. Professor in Residence
			· Supervisors
			· Principal
			· Vice Principals
			· Teachers
				1. PSAT and SAT scores
				2. Review & evaluation of lessons/curricula.
				3. Target scores
				4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings
				5. Evidence within lesson plans and observations
				6. Increase in student passing percentages for the HSPA.
				7. Increase in parent participation – sign-in logs, # of survey responses
				8. An increase in assessment scores especially for Advanced Placement.
				9. An increase in assessment scores
					IES Practice Guide –
					• **Drop Out Prevention**
					Recommendations:
					  1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.
					  2. Provide academic support and enrichment to improve academic performance
					  3. Implement programs to improve students' classroom behavior and social skills
					
					• **Organizing Instruction & Study to Improve Student Learning**
					Recommendations:
					· Space the learning over time.
					· Interactively -worked example solutions with problem-solving exercises
					· Combine graphics with verbal descriptions.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				especially for Advanced Placement. 10. 90% Passing 11. Reduction in Loss of Credit/Reduction in Drop Out Rate 12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits. 13. Student achievement on state assessments in alignment with DFG/peer schools. 14. Increased participation through sign-in and contact logs. 15. An increase in teacher evaluation scores. 16. An increase in student passing percentages on SGO assessments.	· Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Ask deep explanatory questions.
ELA	Economically Disadvantaged	1. SAT Preparation 2. Lesson Planning 3. Data Analysis 4. Technology	· Supervisors · Principal · Vice Principals	1. PSAT and SAT scores 2. Review & evaluation of lessons/curricula.	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Utilize data systems that support a realistic diagnosis

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		5. Communication 6. Co-Teaching 7. Incentives 8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies 14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence	· Teachers	3. Target scores 4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student passing percentages for the HSPA. 7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced Placement. 9. An increase in assessment scores especially for Advanced Placement. 10. 90% Passing 11. Reduction in Loss of Credit/Reduction in Drop Out Rate 12. 85% of students enrolling in dual	of the number of students who drop out and that help identify individual students at high risk of dropping out. 2. Provide academic support and enrichment to improve academic performance 3. Implement programs to improve students' classroom behavior and social skills • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Ask deep explanatory questions.

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
				credit courses attaining the grade necessary for college credits. 13. Student achievement on state assessments in alignment with DFG/peer schools. 14. Increased participation through sign-in and contact logs. 15. An increase in teacher evaluation scores. 16. An increase in student passing percentages on SGO assessments.	
Math	Economically Disadvantaged	1. SAT Preparation 2. Lesson Planning 3. Data Analysis 4. Technology 5. Communication 6. Co-Teaching 7. Incentives 8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies	· Supervisors · Principal · Vice Principals · Teachers	1. PSAT and SAT scores 2. Review & evaluation of lessons/curricula. 3. Target scores 4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. 2. Provide academic support and enrichment to improve academic performance 3. Implement programs to improve students' classroom behavior and social skills

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence		passing percentages for the HSPA. 7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced Placement. 9. An increase in assessment scores especially for Advanced Placement. 10. 90% Passing 11. Reduction in Loss of Credit/Reduction in Drop Out Rate 12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits. 13. Student achievement on state assessments in alignment with DFG/peer schools. 14. Increased participation	• **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Ask deep explanatory questions.

*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				through sign-in and contact logs. 15. An increase in teacher evaluation scores. 16. An increase in student passing percentages on SGO assessments.	
ELA		1. SAT Preparation 2. Lesson Planning 3. Data Analysis 4. Technology 5. Communication 6. Co-Teaching 7. Incentives 8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies 14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence	· Supervisors · Principal · Vice Principals · Teachers	1. PSAT and SAT scores 2. Review & evaluation of lessons/curricula. 3. Target scores 4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student passing percentages for the HSPA. 7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced	**IES Practice Guide- Helping Students Navigate the Path to College: What High Schools Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				Placement.	
				9. An increase in assessment scores especially for Advanced Placement.	
				10. 90% Passing	
				11. Reduction in Loss of Credit/Reduction in Drop Out Rate	
				12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits.	
				13. Student achievement on state assessments in alignment with DFG/peer schools.	
				14. Increased participation through sign-in and contact logs.	
				15. An increase in teacher evaluation scores.	
				16. An increase in student passing percentages on SGO assessments.	
Math		1. SAT Preparation 2. Lesson Planning	· Supervisors · Principal	1. PSAT and SAT scores	**IES Practice Guide-Helping Students Navigate the**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		3. Data Analysis 4. Technology 5. Communication 6. Co-Teaching 7. Incentives 8. Preparatory Classes 9. Tutoring 10. Summer Classes 11. Student Youth Development 12. Dual Enrollment 13. Instructional Strategies 14. Parent & Community Involvement 15. Teacher Evaluation 16. Professor in Residence	· Vice Principals · Teachers	2. Review & evaluation of lessons/curricula. 3. Target scores 4. Improved websites, newsletters, TV broadcasts, increased Community Notification System use, mailings 5. Evidence within lesson plans and observations 6. Increase in student passing percentages for the HSPA. 7. Increase in parent participation – sign-in logs, # of survey responses 8. An increase in assessment scores especially for Advanced Placement. 9. An increase in assessment scores especially for Advanced Placement. 10. 90% Passing 11. Reduction in Loss of Credit/Reduction in Drop Out Rate	**Path to College: What High Schools Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) _strengthen the core academic program in the school;_					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				12. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits. 13. Student achievement on state assessments in alignment with DFG/peer schools. 14. Increased participation through sign-in and contact logs. 15. An increase in teacher evaluation scores. 16. An increase in student passing percentages on SGO assessments.	

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. Summer Classes 2. Student Youth Development 3. Tutoring Centers 4. Preparatory Classes 5. Dual Enrollment (if possible)	· Coordinator · Teachers · Principal · Vice Principals	1. 90% Passing 2. Reduction in Loss of Credit Reduction in Drop Out Rate 3. Growth in assessment scores: HSPA, PSAT, SAT, & school created assessments 4. Growth in the percentage of Advanced Proficiency scores and passing AP scores. 5. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits.	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Provide academic support and enrichment to improve academic performance 2. Implement programs to improve students' classroom behavior and social skills 3. Personalize the learning environment and instructional process
Math	Students with Disabilities	1. Summer Classes 2. Student Youth Development 3. Tutoring Centers 4. Preparatory Classes 5. Dual Enrollment (if possible)	· Coordinator · Teachers · Principal · Vice Principals		**IES Practice Guide –** • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					questions.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

ELA	ELLs	1. Summer Classes
		2. Student Youth Development
		3. Tutoring Centers
		4. Preparatory Classes
		5. Dual Enrollment (if possible)
			· Coordinator
			· Teachers
			· Principal
			· Vice Principals
				1. 90% Passing
				2. Reduction in Loss of Credit Reduction in Drop Out Rate
				3. Growth in assessment scores: HSPA, PSAT, SAT, & school created assessments
				4. Growth in the percentage of Advanced Proficiency scores and passing AP scores.
				5. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits.
					IES Practice Guide –
					● **Drop Out Prevention**
					Recommendations:
					  1. Provide academic support and enrichment to improve academic performance
					  2. Implement programs to improve students' classroom behavior and social skills
					  3. Personalize the learning environment and instructional process
					IES Practice Guide –
					● **Organizing Instruction & Study to Improve Student Learning**
					Recommendations:
					  · Space the learning over time.
					  · Interactively -worked example solutions with problem-solving exercises

Math	ELLs	1. Summer Classes 2. Student Youth Development 3. Tutoring Centers 4. Preparatory Classes 5. Dual	· Coordinator · Teachers · Principal · Vice Principals		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Enrollment (if possible)			· Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
ELA	Economically Disadvantaged	1. Summer Classes 2. Student Youth Development 3. Tutoring Centers 4. Preparatory Classes 5. Dual Enrollment (if possible)	· Coordinator · Teachers · Principal · Vice Principals	1. 90% Passing 2. Reduction in Loss of Credit Reduction in Drop Out Rate 3. Growth in assessment scores: HSPA, PSAT, SAT, & school created assessments 4. Growth in the percentage of Advanced Proficiency scores and passing AP scores. 5. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits.	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Provide academic support and enrichment to improve academic performance 2. Implement programs to improve students' classroom behavior and social skills 3. Personalize the learning environment and instructional process **IES Practice Guide –** • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with
Math	Economically Disadvantaged	1. Summer Classes 2. Student Youth Development 3. Tutoring Centers 4. Preparatory	· Coordinator · Teachers · Principal · Vice Principals		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Classes 5. Dual Enrollment (if possible)			· problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
ELA		1. Summer Classes 2. Student Youth Development 3. Tutoring Centers 4. Preparatory Classes 5. Dual Enrollment (if possible)	· Coordinator · Teachers · Principal · Vice Principals	1. 90% Passing 2. Reduction in Loss of Credit Reduction in Drop Out Rate 3. Growth in assessment scores: HSPA, PSAT, SAT, & school created assessments 4. Growth in the percentage of Advanced Proficiency scores and passing AP scores. 5. 85% of students enrolling in dual credit courses attaining the grade necessary for college credits.	**IES Practice Guide –** • **Drop Out Prevention** Recommendations: 1. Provide academic support and enrichment to improve academic performance 2. Implement programs to improve students' classroom behavior and social skills 3. Personalize the learning environment and instructional process **IES Practice Guide –** • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time.
Math		1. Summer Classes 2. Student Youth Development 3. Tutoring Centers	· Coordinator · Teachers · Principal · Vice Principals		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		4. Preparatory Classes 5. Dual Enrollment (if possible)			· Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. Data Analysis: · Performance Matters · Using Data to Drive	· Supervisors · Asst. Superintendent of Curriculum	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools** **Can Do**

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Instruction 2. Instructional Strategies: · Subject Area/ Differentiated Instruction · Co-Teaching · Creating & Using Rubrics 3. Microsoft 360 4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management	· Principal ·		1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified ● **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote
Math	Students with Disabilities	1. Data Analysis: · Performance Matters · Using Data to Drive Instruction 2. Instructional Strategies: · Subject Area/	· Supervisors · Asst. Superintendent of Curriculum · Principal	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Differentiated Instruction · Co-Teaching · Creating & Using Rubrics 3. Microsoft 360 4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management			learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	1. Data Analysis: · Performance Matters · Using Data to	· Supervisors · Asst. Superintendent of Curriculum	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data	**IES Practice Guide- Helping Students Navigate the Path to College: What High Schools**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Drive Instruction 2.Instructional Strategies: · Subject Area/ Differentiated Instruction · Co-Teaching · Creating & Using Rubrics 3.Microsoft 360 4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management	· Principal	is available.	**Can Do** 4. Surround students with adults and peers who build and support their college-going aspirations 5. Engage and assist students in completing critical steps for college entry 6. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					· Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
Math	ELLs	1. Data Analysis: · Performance Matters · Using Data to Drive Instruction 2. Instructional Strategies: · Subject Area/ Differentiated Instruction · Co-Teaching · Creating & Using Rubrics 3. Microsoft 360 4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in	· Supervisors · Asst. Superintendent of Curriculum · Principal	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools Can Do** 7. Surround students with adults and peers who build and support their college-going aspirations 8. Engage and assist students in completing critical steps for college entry 9. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified · **Organizing Instruction & Study to Improve Student Learning**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Residence/ Coach 8. Classroom Management			Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
ELA	Economically Disadvantaged	1. Data Analysis: · Performance Matters · Using Data to Drive Instruction 2.Instructional Strategies: · Subject Area/ Differentiated	· Supervisors · Asst. Superintendent of Curriculum · Principal	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools** **Can Do** 10. Surround students with adults and peers who build and support their college-going aspirations 11. Engage and assist students in completing critical steps for

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Instruction · Co-Teaching · Creating & Using Rubrics 3. Microsoft 360 4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management			college entry 12. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified • **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
Math	Economically Disadvantaged	1. Data Analysis: · Performance Matters · Using Data to Drive Instruction 2. Instructional Strategies: · Subject Area/ Differentiated Instruction · Co-Teaching · Creating &	· Supervisors · Asst. Superintendent of Curriculum · Principal	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Using Rubrics 3.Microsoft 360 4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management			
ELA		1. Data Analysis: · Performance Matters · Using Data to Drive Instruction 2.Instructional Strategies: · Subject Area/ Differentiated Instruction · Co-Teaching · Creating & Using Rubrics 3.Microsoft 360	· Supervisors · Asst. Superintendent of Curriculum · Principal	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools Can Do** 13. Surround students with adults and peers who build and support their college-going aspirations 14. Engage and assist students in completing critical steps for college entry 15. Utilize assessment measures throughout high school so that students are aware of how prepared they are for

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		4. Parent & Community Involvement 5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management			college, and assist them in overcoming deficiencies as they are identified ● **Organizing Instruction & Study to Improve Student Learning** Recommendations: · Space the learning over time. · Interactively -worked example solutions with problem-solving exercises · Combine graphics with verbal descriptions. · Connect and integrate abstract and concrete representations of concepts. · Use quizzing to promote learning. · Help students allocate study time efficiently. · Ask deep explanatory questions.
Math		1. Data Analysis: · Performance Matters · Using Data to Drive Instruction 2.Instructional Strategies: · Subject Area/ Differentiated Instruction · Co-Teaching · Creating & Using Rubrics 3.Microsoft 360 4. Parent & Community Involvement	· Supervisors · Asst. Superintendent of Curriculum · Principal	Student achievement on national/state/school assessments in alignment with DFG/peer schools. If this data is available.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		5. Technology 6. Teacher Evaluation 7. Professor in Resident/Coach 8. Classroom Management			

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

8. What resources/technologies will the school use to support the schoolwide program?

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1.Communication · Websites · Newsletters · Community Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings 2. Conferences 3. Parent Evenings w/Childcare	· Vice Principal · Principal · Committees	1. The increase in the use of communication strategies. Logs, surveys, use of CNS reports, … 2. Logs Survey 3. Sign-In Logs	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools Can Do** 1. Surround students with **adults** and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and **assist them in overcoming deficiencies as they are identified**
Math	Students with Disabilities	1. Communication · Websites · Newsletters · Community Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings	· Vice Principal · Principal · Committees		

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		2. Conferences 3. Parent Evenings w/childcare			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	1. Adult Evening Classes 2. Translators for the following interventions:: 3. Communication · Websites · Newsletters · Community Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings 4. Conferences 5. Parent Evenings w/childcare	· Asst. Director of Federal Programs · Vice Principal · Principal · Committees	1. The increase in the use of communication strategies. Logs, surveys, use of CNS reports, … 2. Logs Survey 3. Sign-In Logs	**IES Practice Guide-Helping Students Navigate the Path to College: What High Schools Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry 3. Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and **assist them in overcoming deficiencies as they are identified**
Math	ELLs	1. Translators for the following interventions: 2. Communication	· Vice Principal · Principal		

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		· Websites · Newsletters · Community Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings 3. Conferences 4. Parent Evenings w/childcare	· Committees		
ELA	Economically Disadvantaged	1. Communication · Websites · Newsletters · Community Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings 2. Conferences 3. Parent Evenings w/childcare	· Vice Principal · Principal · Committees	1. The increase in the use of communication strategies. Logs, surveys, use of CNS reports, … 2. Logs Survey 3. Sign-In Logs	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and **assist them in overcoming deficiencies as they are identified**
Math	Economically Disadvantaged	1. Communication · Websites · Newsletters · Community	· Vice Principal · Principal · Committees		

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		· Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings 2. Conferences 3. Parent Evenings w/childcare			
ELA		1. Communication · Websites · Newsletters · Community Notification System · Email · Social Media · Parent Portal · Calendars · HSA Meetings 2. Conferences 3. Parent Evenings w/childcare	· Vice Principal · Principal · Committees	1. The increase in the use of communication strategies. Logs, surveys, use of CNS reports, … 2. Logs Survey 3. Sign-In Logs	**IES Practice Guide-** **Helping Students Navigate the Path to College: What High Schools Can Do** 1. Surround students with adults and peers who build and support their college-going aspirations 2. Engage and assist students in completing critical steps for college entry Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and **assist them in overcoming deficiencies as they are identified**
Math		1. Communication · Websites · Newsletters · Community Notification System · Email · Social Media	· Vice Principal · Principal · Committees		

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		· Parent Portal · Calendars · HSA Meetings 2. Conferences 3. Parent Evenings w/childcare			

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   Student achievement is the top priority of the needs assessment. Research indicates that the connectivity between parents and the school impacts student achievement. Schools, where there is greater parental involvement, tend to have higher achieving students. It is anticipated that AN IMPROVEMENT IN CONNECTIVITY between our parents and the school will improve our students' achievement. Through the District Home & School Consortium, key topics were addressed for the entire district.

2. How will the school engage parents in the development of the written parent involvement policy?

   The School Initiatives Committee and Data Committee have discussed and planned interventions for increasing parental involvement. The School Initiatives Committee that will begin the process of brainstorming ideas for the plan's development. Parental surveys will be created and disseminated in order to collect information regarding parental needs. Communication will continue between both groups until a plan is written and prepared for dissemination. The District Home and School Consortium is assembling a Parent Advisory Council. It is intended to utilize this committee to help develop a policy.

3. How will the school distribute its written parent involvement policy?

   Following development and approval of the policy, copies would be mailed home to each family , be placed on the district's/school's website, and emailed to parents who provided email addresses through Realtime. It is anticipated that the policy will be translated into the two most prevalent languages spoken in the homes of our students and provide these versions to them. The website also has translation capabilities for other languages.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

4. How will the school engage parents in the development of the school-parent compact?

As part of the plan development, the current compact would be reviewed. Any needed revisions would be completed through the same process as the development of the plan.

5. How will the school ensure that parents receive and review the school-parent compact?

Compacts are mailed home through our Title I office. A required returned signature of the Parent/Guardian and Response Survey would be necessary to indicate that it was reviewed. A workshop will be scheduled to address any questions that the parents may have in regard to the compact. This may be considered as one of the topics for the District Home & School Consortium.

6. How will the school report its student achievement data to families and the community?

The primary source of information with data is the *State Performance Report* for Garfield High School.   Information to access the report is provided to parents and anyone ELSE requesting the information. In addition to mailings, the school posts much of the state information the website. The *State Performance Report* is published in the Bergen Record, The Star Ledger, and is posted on the district's website.   A presentation will be made at a public Board of Education meeting. Additionally, information will periodically added to the school's community newsletter so parents will be made aware of the school's status as information becomes available.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Students are given a letter/permission slip, translated into their native language, indicating the status of the student and district. The students are given a timeframe for returning a signed form of notification for the school to keep on file.

8. How will the school inform families and the community of the school's disaggregated assessment results?

A *School Performance Report* is provided to all parents/guardians.   There will be a presentation of data at a Board of Education meeting. As an expansion to the District Home and School Consortium, individual schools can meet to discus their school's results.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

A survey will be made available to parents to obtain feedback. Several active parents will be asked to review the plan and provide feedback on its content.

10. How will the school inform families about the academic achievement of their child/children?

The school **will continue to utilize the** student information system, Realtime. There is a Parent Portal and parents are given access so that they can continually check on their child's progress. Mail is periodically used to provide academic information to the parents. There are days established for parent conferences. Teachers are able to discuss assessments and other performances with the parents on those days. It is anticipated that there will be an increase of obtaining e-mail addresses to utilize for this purpose as well as other communication.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Funds will be used to provide PD, supplies, and refreshments for the support of the following activities:

✓ A committee is being formed to implement a District Home and School Consortium. It is intended to bring parents from all of the district's schools together for the purpose of informing parents of important items that will impact the schools and the students. It is also anticipated that there will be greater connectivity throughout all of the grade levels. Workshops for parents are being considered.

✓ The expansion/revision of the open house-pep rally and College and Career Readiness Night is planned.

✓ An Academic Awards Ceremony was held for the first time to address student achievement at all grade levels. Parents were invited to observe the ceremony and acknowledge their child's accomplishment. It is planned to hold this event annually. It is intended to expand student achievement recognition beyond honors attainment, i.e. most improved.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	96	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	None	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	8	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	None	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
There is a continual effort to improve the school climate. It is necessary to continue to sustain an environment where everyone feels safe and comfortable is necessary. Additionally, efforts to expand communication beyond the school and district to inform and reinforce a positive image will be a critical element.	· **Superintendent** · **Principal** · **Supervisors**